



F.1-350/2020(Academics) FDE
Government of Pakistan
Federal Directorate of Education

Academics Wing

Islamabad the November 12, 2024

All Heads of Institutions (HoIs)

Islamabad Model Schools/Colleges/Ex-FG Colleges (Boys/Girls)
Urban and Rural Areas, Islamabad.

Through: Area Education Officers

Subject: **CHARACTER EDUCATION CALENDAR FOR THE ACADEMIC SESSION 2024-25.**

Reference M/o Federal Education and Professional Training, Islamabad letter No. F.1-10/2023-24-NRKNA/Coord, dated 11-06-2024 on the captioned subject and to enclosed please find the Character Education Calendar for the Academic Session 2024-25 which has been prepared in detail to provide set of guidelines to conduct all the Academic activities in an amicable way.

2. All Heads of Institutions are advised to display the Calendar of Activities at a prominent place in their office as well as in staffroom and follow the guidelines to implement the same in true letter and spirit. They must keep a record of all activities to be presented to this office at the later stage.

3. This is issued with the approval of Director (Academics & Quality Assurance).

(FASIHA FAYYAZ KHAAN)
Assistant Director (QA/Sports)

Copy to:

- APS to DG (FDE).
- APS to DDG (FDE)
- APS to Director (Colleges, Schools, Academics & QA)
- ✓ AD (IT) for upload on official website.
- Office File.

CHARACTER EDUCATION CALENDAR FOR ACADEMIC SESSION 2024-2025

All Hols shall implement Character Education domains distributed in the whole academic session as per the following schedule:

Month	1st Week	2 nd Week	3 rd Week	4 th Week
	Civic Aspect	Moral Aspect	Performance Aspect	Individual Aspect
April	Self-Right	Personal Hygiene	Creativity	Punctuality
May	Human Rights	Truthfulness	Communication	Cleanliness
August	Civic Responsibility	Fairness	Planning	Self-Awareness
September	Rights of ALLAH (SWT)	Honesty	Organizing	Hard work
October	Rights of RASULULLAH(SW)	Patience	Decision Making	Politeness
November	Rights of Family	Modesty	Research	Self-Respect
December	Rights of Society	Justice	Financial Literacy	Self Confidence
January	Environmental stewardship	Forgiveness	Media Literacy	Self-discipline
February	Animal Rights	Generosity	Tolerance	Self-Accountability

Suggested activities for students at the Primary Level:

- ✓ For Character Building, relate the activities of the students with the sayings, actions, or stories from the life of Hazrat Muhammad (PBUH) and other Holy Prophets.
- ✓ Use of interactive, hands-on activities like the "**Power of Words**" exercise to teach about the impact of language and build empathy. Use polite and humble words with seniors, class fellows, etc.
- ✓ Incorporate "**Recipe for Success**" activities that visually represent the ingredients of good character
- ✓ Implement "**This is Me**" activities where students represent their identity through drawings or charades.

✓ **Bucket Filling:**

Encourage students to perform acts of kindness and write them on paper "petals" to add to a classroom "flower." This teaches the importance of helping others.

✓ **Photo Booth:**

Set up a photo booth in the classrooms with props related to character education topics like bullying prevention or responsibility, Honesty, Human rights, animal rights etc. Allow students to take their photos and share positive messages.

✓ **Bullying Prevention Run:**

Host a voluntary running event where students pledge laps and receive bracelets with **anti-bullying** slogans. This promotes physical activity and raises awareness about the respect and feelings of others.

✓ **"I Care" Crown:**

Make a brightly decorated child-size crown and laminate it for durability. Each day spotlight a different student who continually exhibits caring behavior. Crown the student king or queen for the day and take a picture of the royal student with an instant camera. Write a personal message at the bottom of the photo. Send the picture home with the child to share with his/her family.

✓ **Kindness Challenge Cards**

Create cards with various acts of kindness (e.g., "Help a friend with homework" or "Compliment someone"). Students select a card and commit to completing the act within a week. They share their experiences afterward, promoting a culture of kindness.

✓ **Empathy Mapping**

After reading a story, students draw an "empathy map" for a character, identifying what the character might see, hear, feel, and think in various situations. This visual activity helps students understand others' perspectives and feelings, fostering empathy.

✓ **Honest Shop**

This activity is a practical classroom exercise designed to teach students about honesty and integrity. In this setup, a small area is arranged as a shop where students can "purchase" items using play money. The key feature is the honor system: students take items and leave the correct amount of money without supervision.

✓ **Character Collages**

Students create collages using magazine cutouts that represent different character traits. They can present their collages and explain their choices.

✓ **Caring Calendars**

Students create a calendar with one act of kindness or positive behavior to practice each day of the month.

✓ **Positive Affirmation Posters**

Students design posters with positive affirmations (e.g., "I am kind," "I can make a difference") to display around the classroom or school.

✓ **Character Education Book Club**

Start a book club where students read books focused on character themes. Discuss the lessons learned and how they can apply them in their lives.

Suggested activities for students at the Secondary Level:

✓ **Earning Trust:**

Discuss a list of benefits or advantages for students who earn the trust of their parents or teachers. The students have to make their lists. Post the lists so it can be seen by the whole class. Add to the list periodically and remind the students of the importance of the things on the list.

✓ **Building Trustworthiness:**

Make a shoe box wall to show the students how strong walls of trust are built slowly. Write character words on paper and temporarily stick them to the bricks. Show how each brick represents a deed. Have a student try to remove a brick on the first level of bricks without making the wall fall. Continue removing bricks until the wall falls. Then discuss how one can lose trust while missing only one trait of character, like one missing brick makes the wall weak.

✓ **Personalities with good character:**

Discuss good characters in Islamic history. Write their names on slips of paper and put them in a bucket. Divide the class into two groups. Each group has to pick a name and describe the qualities of the character picked. Discuss the ways the students tried to describe the good character principles demonstrated in the lives of the historical characters. Allow two minutes for each try.

✓ **It's the inside that count:**

Wrap several gift boxes or jars in bright colors with ribbons and bows. Fix the lids so they can be easily opened. Leave one of the jars plain or wrap it in old newspaper. Illustrate It's what's on the inside that counts by putting a surprise in the plain box. (Fruit, candy, erasers, etc.). Put small stones, gravel, dried leaves, or egg shells in the fancy boxes.

✓ **Global Perspectives**

Explore character traits across different cultures. Students can research and present on how various cultures emphasize traits like respect, honesty, or responsibility.

✓ **Creative Writing Prompts**

Use prompts that encourage students to explore moral dilemmas or character traits in their writing, such as "Write about a time you faced a tough decision."

✓ **Character Escape Room**

Create an escape room challenge centered around ethical dilemmas and character traits. Students work in teams to solve puzzles that require critical thinking and teamwork.

✓ **Kindness Wall**

Set up a "Kindness Wall" in a common area where students can post notes about acts of kindness they witnessed or participated in, provide sticky notes and pens, and encourage participation through announcements and visual reminders.

✓ **Discussion Circles Activity**

Organize regular discussion circles where students can engage in open dialogues about values, ethics, and current events. Facilitate these discussions with a teacher or counselor to ensure a respectful and constructive environment.

✓ **Student-Led Conferences**

Organize conferences where students present their learning and personal growth to peers and parents, reflecting on their experiences and goals. Self-reflection, presentation skills, and accountability are skills that can be developed.

✓ **"What Would You Do?" Scenarios**

Present students with ethical dilemmas in real-life scenarios and facilitate discussions on potential responses. Create small groups for discussion and have each group present their conclusions to the class.

✓ **Role Models and Mentorship Day**

Invite local role models or alumni to speak about their experiences and the importance of character in their lives. Schedule presentations and small group discussions where students can interact with the speakers.

Suggested activities for students at Higher Secondary Level:

✓ **Addressing community problems:**

Ensure discussion sessions about problems found in own neighborhood and make a list. As a class, make a list on the board. Some examples may be domestic violence, bullying, litter, misuse of media/ technology etc.

✓ **Doing my part:**

Create a large puzzle with six parts. Put one of the six pillars of character on each part. Hold back one piece of the puzzle. The students have to identify and look for the missing piece. After a short look tell the students you have the missing part. Explain that responsibility is not just doing your part. It is also trying your best to find out why something is not working right. We might have to encourage others to do their part.

- ✓ **Arranging seminars on Seerat tu Nabi:**

- ✓ **Gratitude and Kindness Campaigns**

Launch campaigns that encourage students to act kindly and express gratitude within the school community. Fosters a positive environment and strengthens relationships.

- ✓ Make a **CIVIC TASK FORCE** to check the implementation of character education domains at different times during the school day.

- ✓ Be the storyteller to the juniors of School during Reading Hour Activities.

- ✓ **Youth clubs:**

Designed for character education at the higher secondary level plays a crucial role in fostering personal development and social responsibility among adolescents. These clubs typically engage students in a variety of activities that promote core values such as integrity, respect, empathy, and teamwork. The structure of character education within youth clubs often includes workshops, mentorship programs, and community service projects, all of which are strategically designed to cultivate essential life skills.

- ✓ **Character-building societies:**

They are essential for nurturing the moral and ethical development of young people. By integrating character education into various aspects of school life, these societies equip students with the tools they need to navigate their personal and professional futures responsibly.

Duties & Responsibilities of HoIs:

- ✓ Ensure the utilization of Reading Hours for the character-building stories, Islamic as well as historical.
- ✓ Ensure to design more class activities based on the 36 domains of character Education at different levels.
- ✓ Ensure the facility of Audiobooks and podcasts, and posters to address the Character themes.
- ✓ Ensure the participation of parents via SMC or CMC for better dissemination of Character Education material.
- ✓ Ensure a healthy student and teacher relationship as a model to help character development.
- ✓ Ensure cultural sensitivity while making videos and pictures.

Observation Tool for the Character Education

Name of Institute:

Date of visit:

Tick Mark the observation: (Yes / No)

Start-Up Time Observations

Name of Observer:

No. of Visits:

<i>Start-Up Time observations</i>	Observations	
	Yes	No
1. Discipline in Assembly:		
2. Contents of Assembly based on Holy Quran & Seerat tu Nabi.		
3. Attention Span of Students during Assembly		
4. Punctuality of Students: (No of Late Comers):		
5. Personal Hygiene conditions: (Nail file, proper hairdo, neat uniform etc).		
6. Poster displayed in school about domains of character education:		

Break time observations

<i>Break time observations</i>	Observations	
	Yes	No
1. Cleanliness of corridors and play grounds (Throwing wrappers)		
2. Practicing Sunnah during food taking (washing hands before and after meal, say Bismillah and Ahamdu Lilla dua after meal)		
3. Sharing the meals with friends/fellows?		
4. Sharing some part of a meal with animals (birds, cats etc).		
5. Wise use of resources (Turn off fans & lights while outside of the class, Turn off water taps etc).		
6. Bullying with other fellows?		
7. Discipline in Cafeteria (Patience, pushing)		
8. Responses against break-off time buzzer (delay and running/ rushing toward classrooms).		
9. Cleanliness of corridors/playgrounds/classrooms (any kind of garbage) after break-off time.		

Pack up Time observations

<i>Pack Up Time observations</i>	Observations	
	Yes	No
1. Discipline after the pack-up time buzzer.		
2. Discipline during boarding on buses (lining up or pushing each other's).		
3. Care of juniors while boarding on buses (Help them in seating).		
4. Choice of words (using good /bad words to communicate with others).		
5. Respect of teachers after packing up the time buzzer, while leaving the classrooms.		

Note: Random observations will be conducted by FDE officials.